

J.K. ROWLING

THE ICKABOG



Home Learning Project
Chapter 2

Word-class focus!

Introduction

Welcome to Week 2 of The Ickabog home-learning project!



The Ickabog is an online-released story written by J K Rowling (the author of Harry Potter). She is releasing new chapters every weekday at this address: <http://theickabog.com/read-the-story/>

This week, we'll be focusing on Chapter 2: The Ickabog

Remember, as you read more of the story, you can upload drawings of the characters, objects or settings included in the story and upload them to J K Rowling's illustration competition. The best submissions will be published in her novel when it's created in November.

Remember to ask your parents or teachers before submitting your work or making an account!

Here is the link:

<https://www.theickabog.com/competition/>

Task 1- The story so far...

Before we move on to Chapter 2, it's important that we remember what has happened up to this point! Complete the boxes to recap the main parts of Chapter 1.

Setting

Which characters have we met so far?

What do you predict might happen next?

What's happened so far?

Task 2- Nouns

To read the full chapter, click here: <https://www.theickabog.com/the-ickabog/>



Chapter 2

The Ickabog

The legend of the Ickabog had been passed down by generations of Marshlanders, and spread by word of mouth all the way to Chouxville. Nowadays, everybody knew the story. Naturally, as with all legends, it changed a little depending on who was telling it. However, every story agreed that a monster lived at the very northernmost tip of the country, in a wide patch of dark and often misty marsh too dangerous for humans to enter. The monster was said to eat children and sheep. Sometimes it even carried off grown men and women who strayed too close to the marsh at night.

The habits and appearance of the Ickabog changed depending on who was describing it. Some made it snakelike, others dragonish or wolflike. Some said it roared, others that it hissed, and still others said that it drifted as silently as the mists that descended on the marsh without warning.

The 4 Main Types of Nouns

A noun is a person, place or thing. Every sentence needs one, and there are many different types! The most commonly-used nouns are called:

Concrete

Something you
can touch

Also called a
'common' noun!

Proper

Names or titles
of people, places
or things

Abstract

Something you
can't touch, such
as feelings

Collective

Words that
mean more than
one noun

Task 1- In the table below, colour in the nouns based on whether they're concrete, proper, abstract or collective

hat	iPad	dinosaur	pencil	King Fred
KitKat	anger	chocolate	vacation	Harry Potter
king	egg	The Ickabog	love	geese
book	children	sheep	sadness	teacher

Task 2- Now that you've tried that challenge, go back to the first part of chapter 2 on the previous page.

Highlight 2 proper nouns & 5 concrete nouns

Task 3- Adjectives

The Ickabog, they said, had extraordinary powers. It could imitate the human voice to lure travellers into its clutches. If you tried to kill it, it would mend magically, or else split into two Ickabogs; it could fly, spurt fire, shoot poison – the Ickabog's powers were as great as the imagination of the teller.

'Mind you don't leave the garden while I'm working,' parents all over the kingdom would tell their children, 'or the Ickabog will catch you and eat you all up!' And throughout the land, boys and girls played at fighting the Ickabog, tried to frighten each other with the tale of the Ickabog, and even, if the story became too convincing, had nightmares about the Ickabog.

Bert Beamish was one such little boy. When a family called the Dovetails came over for dinner one night, Mr Dovetail entertained everybody with what he claimed was the latest news of the Ickabog. That night, five-year-old Bert woke, sobbing and terrified, from a dream in which the monster's huge white eyes were gleaming at him across a foggy marsh into which he was slowly sinking.

Adjectives are describing words.

They explain what nouns look, smell, taste, act, feel or sound like.

For example: The tall, gangly boy The bright-red, tasty cake

Task 1- Read the next part of Chapter 2 above

Task 2- The underlined words are adjectives, but there are lots of parts of the Ickabog which have not been described. On the next page, think of exciting adjectives to describe each labelled part of the Ickabog.

If you need a hand with thinking of awesome adjectives, take a look on www.thesaurus.com

Snout

Horns

Scales

Spines

claws

Task 4- Verbs

A verb is a doing word. It is an action, state or occurrence.
Every single sentence has a verb in it- go on, check every sentence you've read in this project so far if you don't believe it!

'There, there,' whispered his mother, who'd tiptoed into his room with a candle and now rocked him backwards and forwards in her lap. 'There is no Ickabog, Bertie. It's just a silly story.'

'B-but Mr Dovetail said sheep have g-gone missing!' hiccoughed Bert.

'So they have,' said Mrs Beamish, 'but not because a monster took them. Sheep are foolish creatures. They wander off and get lost in the marsh.'

'B-but Mr Dovetail said p-people disappear, too!'

'Only people who're silly enough to stray onto the marsh at night,' said Mrs Beamish. 'Hush now, Bertie, there is no monster.'

'But Mr D-Dovetail said p-people heard voices outside their windows and in the m-morning their chickens were gone!'

Mrs Beamish couldn't help but laugh.

'The voices they heard are ordinary thieves, Bertie. Up in the Marshlands they pilfer from each other all the time. It's easier to blame the Ickabog than to admit their neighbours are stealing from them!'

'Stealing?' gasped Bert, sitting up in his mother's lap and gazing at her with solemn eyes. 'Stealing's very naughty, isn't it, Mummy?'

'It's very naughty indeed,' said Mrs Beamish, lifting up Bert, placing him tenderly back into his warm bed and tucking him in. 'But luckily, we don't live near those lawless Marshlanders.'

She picked up her candle and tiptoed back towards the bedroom door.

Verbs are super important but if we use the same ones over and over again, our writing becomes boring and repetitive.

Task 1- Can you underline all of the verbs that mean 'said' in green?

Task 2- Can you think of 5 more verbs that you could use after someone has spoken?

Task 3- Look through the rest of the chapter. Find as many verbs as you can and write them into this box! Remember, there's one in every sentence...

Task 5- Adverbs

'Night, night,' she whispered from the doorway. She'd normally have added, 'Don't let the Ickabog bite,' which was what parents across Cornucopia said to their children at bedtime, but instead she said, 'Sleep tight.'

Bert fell asleep again, and saw no more monsters in his dreams.

It so happened that Mr Dovetail and Mrs Beamish were great friends. They'd been in the same class at school, and had known each other all their lives. When Mr Dovetail heard that he'd given Bert nightmares, he felt guilty. As he was the best carpenter in all of Chouxville, he decided to carve the little boy an Ickabog. It had a wide, smiling mouth full of teeth and big, clawed feet, and at once it became Bert's favourite toy.

If Bert, or his parents, or the Dovetails next door, or anybody else in the whole kingdom of Cornucopia had been told that terrible troubles were about to engulf Cornucopia, all because of the myth of the Ickabog, they'd have laughed. They lived in the happiest kingdom in the world. What harm could the Ickabog do?

Task 1- Read through the last part of the chapter

Task 2- What did you think of this chapter? Does it make you excited to read more?

Task 3- Learn about what adverbs are, then take a look at some examples



An adverb is a word that **describes a verb**. It explains how, when or where somebody is doing something. It can also tell you how much or how often something is done.

Here are some examples:

How	Quickly , she ran towards the pizza.
When	Before it was too late , he called out her name.
Where	In the classroom , the children learnt about hedgehogs.
How much	The car was extremely old
How often	Chickens sometimes enjoyed a spicy pasta dish

Task 4- J K Rowling hasn't used many adverbs in this part of the text.

Your task is to add some to the sentences below.

Use some of the words from the boxes below if you get stuck!



"Night, night," she whispered _____ from the doorway

"You will have a better day _____," she added.

Mr Dovetail and Mrs Beamish had _____ been friends.

The Ickabog ran _____ towards the frightened humans.

Chouxville was _____ from another city.

After _____, the Ickabog decided to do a little dance.

"I _____ have nightmares!" complained Bertie.

HOW?

quietly
peacefully
carefully
slowly
badly

WHERE?

above
abroad
far
away
back

WHEN?

now
yesterday
soon
later
tomorrow

HOW MUCH?

quite
fairly
too
enormously
entirely

HOW OFTEN?

always
sometimes
often
frequently
normally